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ABSTRACT

The authors define action or "on the job" research as a type of applied research undertaken by practitioners in order to solve practical problems and improve operations in the educational or institutional setting. Advantages and disadvantages of using action research are presented and procedures for conducting it outlined. Two tables list differences in purpose, structure, and reporting methods between action and traditional research. A method for viewing the roles of research team members, the "Jo-Mary Window", is adapted from Joseph Luft's research in group dynamics. Principles for setting up a research project and evaluating its data are included, along with a general list of sources in action research for adult education. Action research methodology emphasizes basic principles in writing, distributing, and evaluating questionnaires. Three appendixes give examples of good and bad questionnaires and examples of action research reports. (SD)

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A Consultant's Action Research Handbook For Adult Educators

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A Consultant's Action Research Handbook For Adult Educators

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dedicated
to our parents

x

A Letter to Adult Education Consultants:

In recent years, adult educators have been involved in the exploration of the many facets within education. As a leader in this field, you will experience new horizons while discovering new and exciting challenges. There are no boundaries in this field Only the limitations of ones own mind, thereby, insight and perception will produce greater insights and perceptions. Probably, the most valuable tool in the trade is action research. Since, many of your answers will not be solved by utilizing information from books, journals and clearinghouses, the purpose of this handbook will then be to provide you with some insight into the area of action research. This insight, I hope will enable you to develop skills, knowledge and criticism pertaining to Action Research and Adult Education.

Steven Linder

Steven Linder

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ACTION RESEARCH

What is Action Research?

Action or "on the job" research is a type of applied research undertaken by practioners in order to solve practical problems, and improve their practices in the educational or industrial setting (Corey,1953; Worthington,1965; Koprowski,1972.). All types of research, including action research, follow three basic procedures:

1. Define the problem (hypothesis).
2. Develop an approach (method) to collect, organize and analyze data.
3. Generalization only on the basis of the data collected.

The main difference between action research and fundamental (traditional) research are their goals. The main goal for fundamental research is to conduct an investigation that would result in generalization of broad applications; while in action research, the central goal is a desire to improve the researcher's own practices or situations.

Advantages in Action Research:

1. Action research involves team action-participants as well as field leaders. When several participants work on a project, individual opinions and group criticism can produce better resolutions, than if an individual tried to reach a workable solution.
2. A classroom or a program situation can be changed immediately.
3. Those who participate will find that they become actively involved in the educational-industrial settings. Since, they help to incorporate their thoughts into the educational or industrial system, the research is directly associated with their needs.

	Fundamental Research	/ Action Research
Study	problems centered around theory in a generalized environment	real-life problems within a specified environment
Basic Tools	control laboratory or environment computers/calculators random subjects	non-controlled environment random selection of participants
Statistical Design	higher ordered statistics: ratio-interval scales	lower ordered statistics: nominal-ordinal scales
Participants	called subjects; sample centered: Project concerns small aspect of the population since, the pop. is too large.	called participants; population centered: Project concerns population since, it is small enough to do a sample would be too sm.
Consultants or Researcher Profile	usually found at a university usually have a Doctoral Degree	usually found everywhere; public schools, industry, universities; usually have a college degree.
Research Distribution	Published in journals and books	usually not published unless in a newsletter or possibly in a magazine(unusal): Only those within the study see the results

TABLE 1. Fundamental vs Action Research

Disadvantages in Action Research:

1. Difficult statistical designs may not be used, since a field worker (teacher, mamager,counselor,administrator) may not be familiar with such designs. Therefore, the research design will be limited to simple correlations.
2. Since, action researchers are only interested in a specific problem in a set environment, generalizations involving broader settings can not be predicted because there is a lack of proper research (experimental) controls.

The Jo-Mary Window

In developing team communication, many consultants focus on sensitivity training as a process of encouraging growth, empathy and ideas. This is fine if you have the sensitivity training skills and that the group is quite willing to go along. Many times the team members may not want this type of experience, and therefore, you should not force this process. However, as a consultant you should be aware of their interrelationships within the group. Basically, a research team development is not an open sensitivity process whereby people can handle personal details - Research teams are many times impersonal. People in the teams are constantly competing for the top position(s), in-depth personal communication might be awkward. Also, their roles of hierarchy must also be respected and maintained, so that the ideas of trust and equality within the group can be established.

The Jo-Mary Window illustrates the way of viewing the roles of the research team members.

Information about the research project that are...		
Known to Self	Not Known to Self	
Common information box (open communications channels) ie:routine materials	Non-listening-awareness box (closed communications channels) ie:mentally away from office for a week or two	(known to Others)
classified information box (any form of secret) ie:personal communications outside the team	consultant privilaged information box (only the consultant and/or boss knows) ie:what the results will be really used for	(Not known to Others)

TABLE 2. The Jo-Mary Window

Adapted from " The Johari Window, A Graphic Model of Awareness in Interpersonal Relations " in Group Process: An Introduction to Group Dynamics, by Joseph Luft(Palo Alto: The National Press,1963,pp.10-15.

Research Your Inquiry

Prior to and after talking with your boss, make sure that what you are asked to research, has not already been explored. As a consultant, you should know your field. However, it is impossible to know every aspect within and outside your expertise. So, do some research- find out what has and what has not been done! Can you apply other datum to your project?. After, having examined the specfic aspect of inquiry, then you can sit down and decide whether an action research project is the better solution on the behalf of your client. Remember, if you treat your client with honesty-your client will return this behavior in return. An unnecessary project will cause you much future uncomfort. Since, it will only diminish your consulting image and repel future clientele.

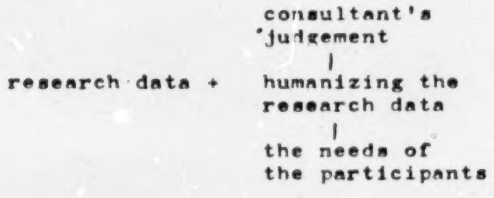
The Questionnaire

Questionnaires can be a great source of information

when sampling a large population. However, it is not the only source of information that action researchers use (buzz groups, discussion groups, random hall selection, newsletters,etc...). Due to the lack of time, expense and large sample size, researchers find questionnaires to be a great value. One of the goals of this handbook is to show you how to personalize a questionnaire. Thus, questionnaires are not impersonal - it is just the researchers who write them!

Evaluations

Evaluations, whether it be faculty (leader), student (participant) or program (institutional, community) are a necessary process in developing, organizing and interpreting research datum. This is an ongoing process that occurs throughout the research project. What is so threatening about evaluations, is the participant's insecurity as to the results (or judgements) that may be effecting their own roles. Therefore, it is the consultant's motives that the participants are questioning; for it will be the consultant's responsibilty to make sure that the participants feel less threatened by his/her own presence. Hence, an evaluation is some attempt to "humanize" the research data.



The Action Research Library

Provided that you are a consultant or a adult educator, you must be quite familiar with the current updating of new material and techniques. Impossible! To be a clearinghouse is not your purpose. However, you still should be familiar with the "topsoil" knowledge within your field. Your number one source of information is

your library (public or college). Know it well; it may save you time and energy. Also, you should have an action research library! This library should contain material which you need in order for you to preform as a leader, thus, information which your public or local (college) libraries do not maintain. The information includes the following:

1. leading source books in adult education
2. adult education organization files
3. adult education bibliographic files
4. leading publication catalogues in education, adult education, and psycho-ed. testing
5. listing of major universities offering degrees in "Adult Education"
6. leading adult education research centers
7. journal publication index
8. etc...

Selected Readings:

Leading source books in Adult Education.

a. Knowles,M.S. The Modern Practice Of Adult Education: Andragogy Versus Pedagogy.N.Y.:Associated Press,1970.
   - Adult Education Bibliographies.

b. Shaw,N.C.(Ed.). Administration Of Continuing Education: A Guide For Administrators. Washington,D.C.:National Association For Public School Adult Education,1969.
   - Adult Education Bibliographies
   - Leading Publication Catalogues.
   - Journal Publication Index.

c. Smith,R.M.,Aker,G.F., and Kidd,J.R.(Eds.). Handbook Of Adult Education.N.Y.:The Macmillan Co.,1970.
   - Organizations Of Adult Education Index.
   - Journal Publication Index.
   - Military Adult Education Programs.

Phases of Action Research

The forth coming pages will be an attempt to organize some rational approach for action researchers to follow.

However, by no means are the authors suggesting that you must organize your projects around this outline. Since, each action research project is different, it will be your responsibility as a leader in adult education to vary this approach depending upon your needs. The following table is a list of suggested steps you may want to consider:

1. introducing yourself to the team
2. developing an information package design
3. setting the action hypothesis
4. selecting the team
5. basic principles in writing the questionnaires
6. distributing the questionnaire
7. compiling the data
8. analyzing(evaluating) the data
9. writing the results
10. distributing the result

Appendix One - provides an example of a questionnaire
Two - provides an example of a poor questionnaire
Three - provides two examples of action research written reports

ACTION RESEARCH METHODOLOGY

Phase 1 Introducing Yourself to the Team:

As a consultant, you will be new to the environmental surroundings, by which you will be involved in research. Thus, under such circumstances - How you approach the team will be extremely important. Together with your employer the approach to the problem should be discussed, and listed below are some questions that might (probably) be raised:

a. What type of environment will I be working in?
b. Who will I be reporting to?
c. Who will I be working along with?
d. Could I work at ease with these people?
e. Are these people willing to work along with me?
f. What type of outcome will this produce(budget)?
g. Will this change effect others?
h. In what way?
i. Are you, as my boss satisfied with my skills?

What should you tell the team?

a. Your professional background-(do not tell them everything, as it will appear that you are on an ego trip - sooner or later they will know you).
b. You need there help more than they need you.
c. Attitude:midly empathetic; listen to others - this is your major resource.

Phase 2 Information Packaging Designs:

a. First, <u>listen</u> to your boss - he/she needs you! A consultant, can only suggest ideas they can not force ideas or <u>you</u> will be dismissed from the project and/or Fired!
b. See what other team members have to say before suggesting your idea(s).

c. Try to be economical and practical when you suggest various packaging designs. Remember, money that you will be using will not be yours - so show some responsibility for others.
d. Find out what medias would be available for your use.

Phase 3 Setting the Action Hypothesis:

a. The Action Hypothesis is a prediction (or an "educated" guess) for achieving the goal producing some change. Therefore, make sure that the objectives of the project coincide with your hypothesis.

b. Co-operation, is quite important for a research project to be successful, the total setting personnel must co-operate. Lack of co-operation can only produce a lack of enthusiasim, honesty, and a lack of participation by all (both participants and field leaders).

c. TeamWork, is a requirement for conducting action research. Assess, what will be available to assit you within the organization and the external role of the organization.

Phase 4 Selecting the Team:

a. Enroll those members that are concerned with personal and professional growth,
b. Who can listen to themselves and others;
c. Who are empathetic,
d. Who are interested(volunteer)in the project? and
e. Whose motives will be an access to the team, and not a disadvantage.

Phase 5 Basic Principles In Writing The Questionnaire:

A letter of Introduction stapled to the questionnaire should include such information as to the purpose of the project(Who,What,Where and When).
a. The first sentence(s) should contain the purpose of the questionnaire and why.
b. Emphasize that the questionnaire is anonymous.

c. By noting a date of return, the reader will know that a response is expected during a set interim.
d. Make the reader aware that the questionnaire he/she returns will be of importance and if he/she is curious, the results of the study can be obtained (tell where).
e. Whenever it is possible, have a peer representative (ie:student,worker) assigned as project director. The leader will know that their answers are not only important, but also to their peers.
f. By having people of importance sign their names to the letter, the reader will know that the questionnaire is of the same importance.
g. However, make the letter as short as possible. Reading an extremely long letter will bore the reader to the point that he/she will not respond to the questionnaire.
h. To stress an "air" of importance, the letters should be addressed to each participant. This will enhance the questionnaire and also, the reader will be impressed that <u>you</u> took the time and the effort.

Basic Rules for Writing The Questionnaire:

a. Always make the questionnaire anonymous.
this will diminish the participants fear of retaliation
b. Always make the questionnaire as short as possible.
a long questionnaire will bore the participants
c. Always make the questionnaire as simple as possible.
confusion will only tire the participant and turn him off to the questionnaire
Save Energy!
d. Always make sure that the data is quantifiable.
a questionnaire deals with numbers so make sure that the numbers will represent some form of logic as to why you need these numbers for the judgement process.
e. Always state the title as "Questionnaire" and never as "Evaluation".
an evaluation is only one aspect of the

research process based on the data from the questionnaire, the consultant's judgement and the needs of the participants. The word "questionnaire" is less tension producing than the word "evaluation" for the participants.

f. Always utilize various formats for writing questions. make the questionnaire interesting and pleasant to take.

g. Always contain the four basic parts of the questionnaire: Direction, Subject Information, Basic Questions and Suggestions.
like any form of writing, there is an organization of thought. Never waste the participants' time by throwing them trash. Take Pride in your work!

h. Never use the word "subject" in writing either the questionnaire or in writing the results. This word is too formalized and threatening to use. In action research, the consultant should produce an informal atmosphere - words such as "student","participant" and "worker" are much more relaxing to utilize.

i. Make sure that there is a statistical design corresponding to the questionnaire format. Never distribute a questionnaire without first thinking of a definite (not possible) statistical design. Most action research projects use either nominal or ordinal designs, while, traditional research projects use ratio-interval designs.

The Four Basic Parts of The Questionnaire:

1. Directions: The purpose of the direction is to provide the reader with a short summary of what the project is all about. Even though the letter of introduction is designed for this purpose, there is no way that the researcher will know if the participant actually read it. The outline should read as follows:
   - Emphasize the anonymity of the survey
   - Emphasize that all questions must be answered
   - Emphasize "our" interest in his/her opinions

2. Subject Information: Usually, the first four or six questions should concern the participant in relation to the project. When the questionnaires are collected it will be the subject information that will represent the backgrounds of each participant.

3. Basic Questions: There are the questions of purpose (what the rereacrher is mainly interested in). These questions consists of the reason for the project in the first place. However, when ranking the answers give an indication to what the end numbers are supposed to represent. The scale should consist of numbers between 1 and 4,5,or 7. Most people have a tendency to choose the center item when having three choices. By having a number between 4 to 7, you will prevent this type of "rut" reaction: the participant will be forced to make an extreme choice. You should be consistent and just use one of the three ranks and not all of the ranking types.

4. Suggestions: (commonly called comments). Try to group suggestions whenever possible. Many times the comments could be helpful in personalizing the data and suggesting new ideas. Comments from incomplete questionnaires can not be grouped with the completed questionnaires. However, they can still be used!

Phase 6 Distributing The Questionnaire (different approaches):

Mailing the Questionnaire. The researcher should mail the questionnaire(s) in a self-addressed envelop. There will be fewer questionnaires returned than if handed directly to each participant and thus returned immediately. However, since the participant can not be identified, he/she might reply with increased honesty and less tension.

Same Setting. By distributing and collecting the questionnaires immediately, the researcher will receive a large number of returns. However, the participants may not reply honestly for fear of being identified.

Different Settings. By allowing the participants to take home the questionnaire(s) ot to return it within a certain time period(but to a different setting:suggestion box, office,etc...), the researcher will receive all the questionnaires completed(hopefully)and participants will reply honestly. The researcher can list the names of the participants returning the questionnaires; however, the envelopes can not be opened until all of the questionnaires had been returned. The researcher should have the participants involved so to insure their peers that the questionnaire will not be opened!

Phase 7 Compiling the Data:

The consultant should make sure that all the questions are answered. The suggestion or comment portion of the questionnaire need not be answered since this is always an option. If participants omit any answer(s), the questionnaire can not be used. Charts and diagrams can only be made from the completed data!

Phase 8 Analyzing (Evaluating) the Data:

a. Team work is important, people involved directly with the everyday functions of the system (school, business) will have a better idea what the data means to them rather than an outsider (you).
b. Use simple statistics and a statistical design that the team is familiar with. Most action research statistical designs are either measures of central tendencies (means,mediums,modes and standard deviations) and ordinal (rank) design.
c. Just evaluate the data - don't make any wild prediction !

Phase 9 Writing the Results:

As we said before, action research is much different than fundamental research. In action research, the writing format is informal while in fundamental research, it is formal. If you pick up any journal you can see the formulization of fundamental research. Action research does not appear in journals. Usually, action research can take the form of a letter, a list, a chart or a casework analysis. It can appear in newsletters, on bulletin boards as a speech,etc.... The greatest damage that you, as a consultant can make is to formulize the action report similiar to or in the same format as fundamental research. You are then assuming that the results can be used in <u>all</u> situations which you know it can not! The next chart will list the differences between the writing format of fundamental research and action research!

	Fundamental Research	Action Research
Basic Writing Tools	To replicate the project so that others can do it	To state the findings
The Introduction	To list other people's projects, state reason for doing the project, - state hypothesis	To state the purpose for the research, who initated it, who participated in it, and a brief methodology explanation
The Participant	Formal: has to be very specific; institution(s) no. of subjects(breakdown of qualities)	omitted
The Method	Write in a highly technical language	Writing is a layman language
	Must be specific	Does not have to be specific(this section can be omitted)
	ie:most name exact computer and its corresponding #	ie:you just have to mention that the company's computer was used
Results	This is formalized presentation high statistical-design technical lang.	This is informalized presentation low statistical-design non-technical lang.(layman)
Discussion	Comparison with other projects	Not interested in comparing your project with others (might) give a personal professional summation

TABLE 3. Writing Differences between Fundamental and Action Research

Many times the report might be written by your boss or in conjunction with the team. This will increase the status of your report since, those in the team backed your conclusions.

Appendix Three provides two examples of action research written reports.

Phase 10 Distributing the Results:

As important as it is to enter a workable research atmosphere, you should make some attempt to leave in the same fashion.

1. If you have promised to provide participants with the results, you should do so.
2. If your research project caused inter-personal conflicts, identify those conflicts and relieve them.
3. Get some feedback from your boss as to the degree of his/her satisfaction (or dissatisfaction).
4. If your project was a disaster, design a report explaining why it was so. Whenever, money or time has been employed in a project, an explanation (in writing) of its' results is always required.

Appendix One A Hypothetical Example Of A Questionnaire

Date

Dear (first name):

In the interest of trying to improve our courses, the adult education department at _____ University is conducting a survey of student attitudes toward our courses. With your assistance, we will be able to collect information reflecting your opinions that will be of great value in counseling students during registration and in developing future courses. Enclosed is a brief anonymous questionnaire and a self-addressed, stamped envelope. Please return your reply by December 15. A written summary of the results will be made available to you upon the request to the adult education department chairman.

The success of this project depends upon your co-operation.

Sincerely,

Student, Project Director

Dr. A., Supervisor
Dr. C., Supervisor
Dr. E., Chairman

Questionnaire

Directions: This opinion survey is anonymous. Please answer as forthright as possible, and circle only one answer for each item. Let you opinions reflect your attitude toward the adult education courses you are taking this semester at _____ University.

1. Are you an adult education major or planning to be?

yes no

2. How many adult education courses are you taking this fall semester?
1 2 3 4 5

3. List code number of all adult education courses you are taking this semester.

_____ _____ _____ _____ _____ _____

4. Why are you taking courses in this department?

1. I wanted to take these courses.
2. They were the only courses available that fit my schedule.

5. How do you rate the amount of reading required in this adult education course?
1 2 3 4 5 6 7
strongly like very
dislike strongly

6. How many hours on the average do you spend per week on this adult education course?

1	2	3	4	5
0-3hrs.	4-6hrs.	7-9hrs.	10-12hrs.	13 + hrs.

7. How do you rate the evaluation system in your adult education course?
1 2 3 4 5 6 7
strongly like very
dislike strongly

8. How do you rate the evaluation system in your other adult education course?

1	2	3	4	5	6	7
strongly dislike					like very strongly	

9. How do you rate the quality of your professor?

1	2	3	4	5	6	7
extremely poor					extremely good	

10. How do you rate access to the professor in your course?

1	2	3	4	5	6	7
absolutely no contact					many opportunities for contact	

11. How do you rate this course overall as compared to all other courses you have taken in college at ____ University and elsewhere?

1	2	3	4	5	6	7
very much inferior					very much superior	

12. How likely would you be to recommend this course to a friend?

1	2	3	4	5	6	7
extremely unlikely					extremely likely	

13. Any comments?

Appendix Two

Examples of Poor Questionnaires:

The following are examples of poor questionnaires. By using The Questionnaire Worksheet on the next page, re-write the questionnaires. For duplication purposes try not to write on the worksheet.

The Questionnaire Worksheet

Problem: (state the problem as how you see it).

Letter of Introduction Checklist:

1. purpose_____
2. anonymous_____
3. return date_____
4. how to obtain the results_____
5. peer project director_____
6. signatures_____
7. shortness_____
8. participant's name_____

Questionnaire

Directions:

1. anonymous_____
2. answer all questions_____
3. "our" interest in his/her opinions_____

Subject Information:

1.
2.
3.
4.
5.
6.

Basic Information:

1.
2.
3.
4.
5.
6.
7.
8.
9.

Suggestions: (anything specific or general)

Division of Community Service and Continuing Education

Teacher Evaluation:

Please answer each item frankly and truely. The results will give information on how you feel about the instructor and the course. Instructor's performance in the labs should be evaluated as part of the total. Indicate your evaluation by rating the teacher on each item.

A(excellent) B(good) C(poor) E(not relevant)

1. Do you favor continued evaluation by students? Yes/No
2. Ability to speak distincly. ___
3. Effectivtive use of visual aids ___
4. Ability to motivate students and gain attention readily. ___
5. Pace of presentation of material. ___
6. The instructor's ability to stimulate thought. ___
7. Instructor's ability to clarify material. ___
8. Genuine interest in students. ___
9. Providing for individual differences. ___
10. Fairness with dealing with students. ___
11. Availability for individual consultation. ___
12. The degree to which course lectures, outside readings, and papers complement each other. ___
13. Ability to plan and organize course effectively. ___
14. Interest and enthusiasm about teaching and subject matter. ___
15. Estimate as best you can how many times the instructor was absent during the course. ___
16. Knowledge of subject matter being taught. ___
17. Ability to make classroom work interesting. ___
18. Approximate homework time each week in the course. ___
19. Fairness of work load. ___
20. Fairness of teacher's grading system. ___
21. The fairness and comprehensiveness of exams and other evaluative tools. ___
22. Value of textbooks to the course. ___
23. Quality of textbooks used. ___
24. Value of othe materials in relation to course. ___

25. What grade do you expect to receive in the course ____
26. List the grade you think you deserve in the course. ____
27. Rate the teacher as he taught the course. ____
28. Rate this evaluation form. ____
29. Any other pertinent comments. ____

Teacher_____Subject_____Section_____

Division of Community Service and Continuing Education

Evaluation Form:

Course Title_____

Instructor_____

Term_____

In indicating your evaluation of our course please use the following guide: A(excellent) B(good) C(fair) D(poor). Please answer each question frankly and honestly. It is not necessary to sign the form.

1). How would you rate the instructor's ability to plan and organize the course effectively? ____

2). How would you rate the instructor's knowledge of the subject matter? ____

3). How would you rate his/her enthusiasm in teaching? ____

4). How would you rate the instructor's interest in and availability to students? ____

5). What did you like about the course?

_____

_____

_____

6). What did you dislike about the course?

_____

_____

_____

7). In light of your experiece, what suggestions would you make for improving the program?

Appendix Three

Two Examples Of Action Research Written Reports.

This section contains the results of two action research reports. The first report contains the results of a junior-senior high school project. The second report was a college fundamental research project whereby, part of the non-published results were presented in action research form.

TO:

FROM:

DATE: May 1,1973

SUBJECT:

Survey of Business Education by Steve Linder from ———College.

As you are aware, Steve Linder is working with this and other departments at_____High School collecting data that may or may not have relevancy regarding present curriculum, proposed curriculum changes and attitudes of students toward school.

I am submitting to you a resume of his findings since they do concur with changes they we would like to see implemented within the department.

1. All students should take typing in the 9th grade.
2. Three years of Shorthand for a Secretarial Major.
3. Three years of Office Practice procedures for Clerical Major.
4. The Business Department should offer its own Computer Math course.
5. Tremendous positive response toward the Business English course; (teacher's name) is highly praised.
6. Senior-year courses should be in the area of specialization.
7. Supply left-hand desks.
8. Have a Career Day for students. Bring in prospective employers to the school as well as business teachers from other schools.
9. <u>Business students</u> should have a <u>separate</u> counselor or counselors.

Student Comments from Departmental Questionnaire on Personalized Instruction

Pro

1. I feel I have learned more from personalized courses than from non-personalized courses: 21 replies.
2. I can work at my own pace: 17 replies.
3. It is an easy "A": 26 replies.
4. Involves a "pure" relationship between effort and achievement: 6 replies.
5. Lectures, in general, are a waste of time: 9 replies.
6. I would avoid getting on the "wrong" side of the teacher: 3 replies.
7. No midterms or finals: 3 replies.

Con

1. I can benefit more by teacher's personal experience: 32 replies.
2. There was too much work involved (reading and/or taking exams: time consuming): 37 replies.
3. I can't learn from proctors: 16 replies.
4. There is too much pressure to finish the course: 16 replies.
5. I memorized a unit for a test, and then forget it by the end of the next unit: 28 replies
6. I feel the course is directed in getting an "A" rather than learning for the sake of knowledge: 5 replies.
7. There is a lack of professor contact with students: 19 replies.
8. Personalized instruction doesn't "inspire" me to learn the material: 8 replies.
9. Proctors are poor; they don't show up, not knowledgeable, and/Or depend solely on the answer key: 15 replies.
10. I do not have the discipline to take tests one after the other: 11 replies.
11. A review test is a waste of time: 5 replies.

12. I have seen many proctors give out answers to their friends: 49 replies.

13. The teacher is getting off easy; "copping out": 9 replies.

14. Personalized courses are only good for basic courses (Psych. 1 and 2) and math oriented courses: 9 replies.

15. Many proctors make too much noise: 4 replies.

Suggestions for Improving Personalized Courses:

1. Personalized courses should be 4 credits: 3 replies.

2. Proctors should be advanced psychology majors: 3 replies.

3. More than one or two personalized courses per semester is not recommended: 12 replies.

4. There should be personalized and non-personalized sections for each course: 14 replies.

5. There should be at least 2 or 3 lectures a week instead of one or none: 2 replies.

6. A student should not be able to finish the course within a week or two: 2 replies.

7. There should be special make-up sessions at the end of each semester: 1 reply.

8. There should be a room for taking exams, and another room for grading and tutoring so noise can be eliminated while taking exams: 2 replies.

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